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1902/03

Bulletin of Tabor College, No. 38

Catalogue of
Tabor College

Tabor, Iowa



1903

Issued May 1st

NEW NONPAREIL CO., PRINTERS, COUNCIL BLUFFS.

Bulletin of Tabor College

No. 38

NEW SERIES

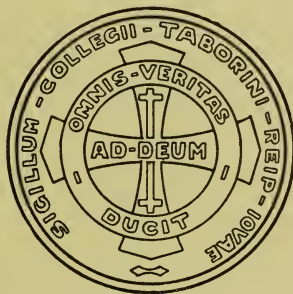
Vol. I, No. 1

MAY 1, 1903

CATALOGUE OF

TABOR COLLEGE

1902—1903



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Thirty-eighth Annual Announcement

Tabor College

Tabor, Iowa

1903

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CALENDAR 1903=1904

1903

MAY							JUNE							JULY							AUGUST						
Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat
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1904

JANUARY							FEBRUARY							MARCH							APRIL						
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31

MAY							JUNE							JULY							AUGUST						
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SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Fri	Sat
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25	26	27	28	29	30	..	23	24	25	26	27	28	29	27	28	29	30	25	26	27	28	29	30	31
..	30	31

COLLEGE CALENDAR 1903-1904.

1903.

<i>May 16—Saturday,</i>	-	-	-	-	<i>Annual Field Day</i>
<i>30—Saturday,</i>	-	-	-	-	<i>Memorial Day</i>
<i>June 13—Saturday Evening,</i>	-	-	-	-	<i>Students' Recital in Music</i>
<i>14—Sunday Morning,</i>	-	-	-	-	<i>Baccalaureate Sermon</i>
<i>15—Monday Evening,</i>	-	-	-	-	-
-	-	-	-	-	<i>Graduation Exercises of the Academy</i>
<i>16—Tuesday Morning,</i>	-	-	-	-	-
-	-	-	-	-	<i>Annual Meeting of the Board of Trustees</i>
<i>16—Tuesday Afternoon,</i>	-	-	-	-	<i>Alumni Address</i>
<i>16—Tuesday Evening,</i>	-	-	-	-	<i>The Concert</i>
<i>17—Wednesday Morning,</i>	-	-	-	-	-
-	-	-	-	-	<i>Thirty-seventh Annual Commencement</i>
<i>Sept. 16—Wednesday,</i>	-	-	-	-	<i>Fall Term Begins</i>
<i>Nov. 26—Thursday,</i>	-	-	-	-	<i>Thanksgiving Day</i>
<i>Dec. 19—Saturday,</i>	-	-	-	-	<i>Fall Term Ends</i>

1904.

<i>Jan. 5—Tuesday,</i>	-	-	-	-	<i>Winter Term Begins</i>
<i>Jan. 28—Thursday,</i>	-	-	-	-	<i>Day of Prayer for Colleges</i>
<i>Mar. 23—Wednesday,</i>	-	-	-	-	<i>Winter Term Ends</i>
<i>30—Wednesday,</i>	-	-	-	-	<i>Spring Term Begins</i>
<i>May 21—Saturday,</i>	-	-	-	-	<i>Annual Field Day</i>
<i>30—Monday,</i>	-	-	-	-	<i>Memorial Day</i>
<i>June 11—Saturday Evening,</i>	-	-	-	-	-
<i>12—Sunday Morning,</i>	-	-	-	-	<i>Baccalaureate Sermon</i>
<i>13—Monday Evening,</i>	-	-	-	-	-
-	-	-	-	-	<i>Graduation Exercises of the Academy</i>
<i>14—Tuesday Morning,</i>	-	-	-	-	-
-	-	-	-	-	<i>Annual Meeting of the Board of Trustees</i>
<i>14—Tuesday Afternoon,</i>	-	-	-	-	<i>Alumni Address</i>
<i>14—Tuesday Evening,</i>	-	-	-	-	<i>The Concert</i>
<i>15—Wednesday Morning,</i>	-	-	-	-	-
-	-	-	-	-	<i>Thirty-eighth Annual Commencement</i>
<i>Sept. 14—Wednesday,</i>	-	-	-	-	<i>Fall Term Begins</i>

BOARD OF TRUSTEES.

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MR. C. M. PARSONS, SECRETARY.

MR. H. C. DYE, TREASURER.

Term Expires 1903.

HON. A. B. THORNELL,	-	-	-	-	-	-	Sidney
REV. D. P. BREED, D. D.,	-	-	-	-	-	-	Grinnell
MR. E. B. WOODRUFF,	-	-	-	-	-	-	Glenwood
DR. E. E. HARRIS,	-	-	-	-	-	-	Tabor

Term Expires 1904.

MR. T. H. READ,	-	-	-	-	-	-	Shenandoah
MR. GEO. A. DAY,	-	-	-	-	-	-	Omaha, Neb.
MR. SAMUEL HOLMES,	-	-	-	-	-	-	Hamburg
MR. E. E. FRISK,	-	-	-	-	-	-	Omaha, Neb.

Term Expires 1905.

REV. JAMES THOMSON,	-	-	-	-	Council Bluffs
Mr. W. E. MITCHELL,	-	-	-	-	- Sidney
MR. W. W. WALLACE,	-	-	-	-	Council Bluffs
REV. E. S. HILL, D. D.,	-	-	-	-	- Atlantic

Term Expires 1906.

MR. J. M. BARBOUR,	-	-	-	-	-	-	-	Tabor
MR. H. T. WOODS,	-	-	-	-	-	-	-	Tabor
MR. CLINTON E. JONES,	-	-	-	-	-	-	-	Tabor
MR. H. R. LAIRD,	-	-	-	-	-	-	-	Tabor

Term Expires 1907.

HON. E. J. BURKETT,	-	-	-	-	-	Lincoln, Neb.
Mr. W. G. GREGORY,	-	-	-	-	-	Tabor
Mr. C. M. PARSONS,	-	-	-	-	-	Tabor

COMMITTEES OF THE TRUSTEES.

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W. G. GREGORY, H. T. WOODS.

Ways and Means Committee.

JOHN GORDON, E. J. BURKETT, W. E. MITCHELL,
J. M. BARBOUR, H. R. LAIRD.

Faculty Committee.

JOHN GORDON, E. B. WOODRUFF, JAMES THOMSON.

Library Committee.

JOHN GORDON, SAMUEL HOLMES.

Loans and Investment Committee.

C. E. JONES, H. T. WOODS, W. G. GREGORY.

Discipline and Decorum Committee.

JOHN GORDON, E. E. FRISK, A. B. THORNELL.

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of Congregational Churches.***

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REV. C. P. BOARDMAN, Red Oak.

REV. OWEN THOMAS, Elliott.

FACULTY.

JOHN GORDON, PRESIDENT,

Professor of History.

A. B., 1866; A. M., 1869; D. D., 1888; Western University of
Pennsylvania. Graduate School, Yale University,
1867-8. Auburn Seminary, 1869-70.

Graduate Union Seminary, 1871.

A. M., Yale, 1901.

JAMES THOME FAIRCHILD,*

Professor of Latin Language and Literature.

A. B., Oberlin, 1883. Oberlin Seminary, 1884-5.

A. M., Harvard, 1886.

MARGARET LAWRENCE,

Professor of Mathematics.

B. S., 1891; A. M., 1898; Tabor College.

HIRAM EVERETT FARNHAM,

Professor of Greek Language and Literature.

A. B., 1889; A. M., 1892, Colby University. Yale University,
1890-2.

EDWARD CHRISTIAN SCHNEIDER,

Professor of Biology.

B. S., Tabor College, 1897; Ph. D., Yale University, 1901. In-
structor in Chemistry, Tabor College, 1897-1899. Assist-
ant Bacteriologist New York State Department
of Health, Summer 1902.

WILLIAM PROUDFOOT BEGG,

Professor of Philosophy.

D. D., 1896, Queen's University. Glasgow University,
1863-1871.

* Connection with the institution closes in June, 1903.

H. FOSTER JONES,

Professor of English Language and Literature.

A. B., Amherst College, 1891. Harvard School of Expression,

1892. Assistant Professor of English, Kansas

University, 1892-1902.

MAY WHITNEY FARNHAM,

Instructor in French and German.

In French, pupil of Madame Planchamp, Chicago; Monsieur

Fleury, Denver; Professor Ernst Sicard, of the Alliance

Francaise, Chicago. In German, pupil of Frauline

Marie Arnold, Arnold H. Heineman, and

Herr J. H. Kappes.

GEORGE MILTON POTTER,

Principal of the Academy.

A. B., 1895; A. M., 1898, La Grange College, Missouri. Gradu-

ate student, Harvard, 1897-1898. Professor of Mathe-

matics, La Grange College, 1898-1902. Graduate

student, University of Chicago, 1902.

ROBERT DALE ELLIOTT,

Professor of Latin Language and Literature.

A. B., 1899; A. M., 1901; University of Nebraska. Instructor

University of Nebraska, 1901-1903.

GEORGE LEAVITT PIERCE,

Director of the Conservatory of Music.

Oberlin Conservatory of Music, 1892-1896. Director of Waterloo

School of Music, 1898-1900. Teacher of Choral Singing,

Oberlin Conservatory of Music, 1900-1902.

BERTHA ELOISE HART,

Instructor in Piano Forte, Ear Training and

Public School Music.

Pupil of J. DeHoff, Toledo, 1895-1898. Oberlin Conservatory

of Music, 1899-1902.

HELEN ELOISE LAWRENCE,

Instructor in Singing.

Pupil of Johan Balzi Poulin, Toledo, 1897. Oberlin Conservatory of Music, 1898-1902.

CLAUDE J. NETTLETON,

Instructor in Violin.

Pupil of Hans Albert, Franz Addlemann, Dr. Charles Baetens, all of Omaha, and of Bernhard Listemann, of Chicago Musical College.

IDA LOUISA EVANS SNYDER,

Instructor in Painting and Drawing.

Pupil Philadelphia Art School.

HELEN A. BROOKS,

Lecturer in English Literature.

B. L., Tabor College, 1890; M. A., 1897.

PROFESSOR JAMES T. FAIRCHILD, †

Secretary of the Faculty.

EMMA D. FAIRCHILD, ‡

Librarian.

JESSICA FIELD,

President's Secretary.

GEORGE W. STIPE, *Janitor.*

† Professor H. Foster Jones, Secretary of the Faculty, after June, 1903.

‡ Harriet K. Avery, Librarian after June, 1903.

ASSISTANTS.

BEN H. WILLIAMS, Assistant in Chemical Laboratory.
EULA WOODLANDS, Assistant in Chemical Laboratory.
MABEL CROSE, Assistant in Biological Laboratory.
CHARLES HOUSEL, Assistant in Biological Laboratory.
GEORGE O. BROWN, Assistant in Library.

HISTORICAL SKETCH.

Inspired with the great work being done by Oberlin College, a company of missionaries moved to western Iowa and selected the most beautiful and healthful spot they could find for the location of a Christian College. This was in 1852, before the railroads had reached this part of the country. They secured a large tract of ground for a campus and most of them spent their lives in earning money with which to found and maintain the College.

The school was first opened as an Academy in 1857. The College was incorporated in 1866. The money that has provided the campus, buildings, equipment and endowment has come from a large number of givers. The College has had but few large single gifts, and has had no period of rapid growth; yet, while the progress has been slow, each year has shown a marked advance, and now at the opening of the thirty-eighth collegiate year it is well prepared to do most thoroughly and well the work offered in this catalogue.

PRESENT STATUS.

LOCATION.

Tabor is reached by the Tabor & Northern railroad, which connects at Malvern with the Chicago, Burlington & Quincy and with the Wabash road. It is a beautiful town of somewhat over a thousand inhabitants, and the influences under which the student is brought are of the best. There are no saloons, and the people of the town are largely professing Christians.

BUILDINGS AND EQUIPMENT.

Gaston Hall.

Gaston Hall, the main building, is a commodious and attractive brick building of three stories and basement, containing offices, library, recitation rooms and laboratories. It is heated with steam and is thoroughly modern in all its appointments.

Adams Hall.

Adams Hall, recently completed, and dedicated shortly after the opening of the school year, is a fine, commodious structure of brick, finished in oak and heated with steam. It occupies a convenient situation at the west end of the campus. It is devoted chiefly to the uses of the Conservatory of Music, but several rooms are reserved for other purposes. Here are to be found the president's offices, the Y. M. C. A. room, the Hall of the Ciceronian society, and an excellent auditorium for College gatherings of various sorts.

Whitin Cottage.

Whitin Cottage, the gift of Mrs. J. C. Whitin, of Whitinsville, Massachusetts, is a large wooden building situated within easy reach of the College campus. It is at present in use as a ladies' dormitory, under the efficient management of Mrs. M. C. Woodward.

Gymnasium.

The Gymnasium is well adapted for the purpose, and is provided with the latest and most scientific apparatus. It is also used as an armory and drill room for the Cadet company. It has within the present year been connected with the steam heating plant and has thus been made more comfortable and convenient.

Tabor Hall.

Tabor Hall is a three-story brick dormitory with halls for the Chemical laboratory on the first floor. The trustees contemplate remodeling this structure in the not distant future.

Heating Plant.

The building for the heating plant, now completed, is of brick with stone trimmings, 40x30 feet, and cost \$11,000. It has two eighty-horse power boilers, and is constructed with provision for an electric light plant.

Library.

The library of the College contains over 12,000 volumes besides a collection of pamphlets estimated at 6,250.

All additions to the library are classified at once according to the Dewey-Cutter system. The work of classification has not been completed in the less-used departments, but it is hoped that it will be completed before the end of the present year.

The library is one of the designated depositories of documents issued by the United States Government, and possesses a very satisfactory set of these publications.

The past year has seen the addition of 300 volumes. In this connection, mention should be made of gifts from the Phi Delta and Phi Kappa literary societies, the Department of English, Mr. L. J. Nettleton, and Professor H. Foster Jones.

The reading room is supplied with most of the leading magazines, with Chicago and Council Bluffs daily papers, and with the leading weekly papers of southwestern Iowa. Open shelves contain the best dictionaries, encyclopedias, and other works of reference, together with the books reserved by the different instructors for use in connection with their classroom work.

In term time, the library is open during regular recitation hours, and on Monday afternoons.

Though primarily for the use of students and instructors, the library may be freely consulted by visitors, and residents of Tabor may draw books for home use on payment of the regular fee charged to students.

Laboratories.

The Chemical laboratory, on the first floor of Tabor Hall, is well provided with desks, chemicals and apparatus for the two years' work in chemistry. The Physical laboratory is lo-

cated on the upper floor and the Biological laboratory on the second floor of Gaston Hall. Each is thoroughly equipped with the necessary apparatus for demonstrations and laboratory training.

Museum and Herbarium.

The Museum, on the first floor of Gaston Hall, is well supplied with specimens in the departments of Zoology, Geology and Mineralogy, besides curios from India and other countries, and relics collected from the American Indians. Extensive collections from the Atlantic made in connection with the U. S. Fish Commission; donations of Pacific and British shells from the Smithsonian Institute; specimens purchased from the Marine Biological Laboratory at Woods Holl, Massachusetts—all make a very complete collection of invertebrates. A fine human skeleton, an incomplete collection of vertebrate skeletons, mounted specimens of mammals and birds, and a large number of unmounted skins, comprise the vertebrate collection. The Geological collections are quite complete, representing all the prominent formations of the country.

The Arthur collection of Iowa plants forms the nucleus of the College Herbarium. The collection has been supplemented by later acquisitions, and is at present one of the best herbaria in the state.

Literary Society Halls.

Two of the College Literary societies, Phi Kappa and Phi Delta, occupy rooms on the third floor of Gaston Hall. Phi Kappa has just refurnished its hall and Phi Delta is already in pleasant quarters. The Academy society, the Ciceronian, has a room in Adams Hall devoted to its use.

Studio.

A well lighted room on the third floor of Gaston Hall is fitted up as an Art room. It is equipped with models, casts from the antique, studies and designs for the use of the students. Within the present year there have been added to the equipment of this department numerous colored studies and more than twenty new casts from the antique.

GOVERNMENT AND IDEALS.

While the faculty assumes control in all matters pertaining to the conduct of the students, no unnecessary restrictions are laid upon them. It is believed that self-discipline is an essential part of all true culture, and in the government of students this is kept constantly in mind. In this way self-reliant manhood and womanhood are developed. Students not amenable to this mode of discipline are not permitted to remain in the institution.

A record is kept of all work done by the students, and at the close of each term the grades of that term are placed in a permanent record, which is given to each student, and which is to be returned each term for additional grades. Reports are sent also to the parents of all students in the Academy.

The intimate relationship existing between the town and College finds better expression in no way than in the church life. The Congregational church is the largest in the town, and one of the largest church organizations in Iowa, having nearly six hundred members. The privileges of such a church are manifestly exceptional.

Though the College is unsectarian, it is distinctly and positively Christian in its influence, methods, and ideals. The General Association of Congregational Churches of Iowa endorses it, and a committee each year examines the work of the College and reports to the Association.

From a recent report to this Association, 1901, is taken the following: "There is an intense desire on the part of both students and faculty to promote education and religion which is very inspiring. It has a splendid faculty and up-to-date methods; and it is taking a stride forward. Tabor's ambitions are high. It endeavors to give a thorough education. The instruction given in all the departments is healthful, wholesome, and of a high order. The text-books in all the class-rooms are up-to-date and among the best. The attendance in the college proper is larger than it has been for years, and they have an aim and object in life, and that is to come in touch with human life.

"Tabor deserves the hearty support and sympathy of the churches; and every church on the western slope of Iowa ought to make an effort to have the young people attend college at Tabor."

RELIGIOUS LIFE.

Faculty and students unite in daily chapel service which is led by members of the faculty in rotation.

A vesper service is held each Sunday at five in the afternoon, which is led by the President, or in his absence by some member of the faculty, and which is enriched by music under the direction of the instructors in the Conservatory of Music.

Students are expected to attend regular Sabbath morning service at one of the churches of the town, and the majority of students are active in local church work.

A students' prayer meeting is held each Friday evening.

Bible study is conducted in the class rooms, under Professor Farnham in the Greek New Testament, under Professor Begg in the English Bible, and under President Gordon in Biblical History. For details of this work see Synopsis of Courses.

The Young Women's Christian Association holds an important place in the College life. Its aim is the development of Christian character. Bible and Mission Study classes are organized every year, and weekly prayer meetings are held on Sunday afternoon. This year four delegates were sent to the Lake Geneva Summer Conference, twelve attended the Conference of the Colleges of Southwestern Iowa, and six were present at the State Convention.

Hardly less active in its work is the Young Men's Christian Association. During the present year its membership has increased, and its hold upon the young men of the College has strengthened. Its regular meetings, held on Sunday afternoon, have been well attended. It has recently come into control of a pleasant room in Adams Hall, which has been very attractively furnished through the efforts of its members, seconded by the generosity of one of the local trustees.

EXPENSES.

Tuition and incidentals, per term.....	\$13.00
Table board, per week.....	\$1.75 to 3.50
Rooms, everything furnished, including fuel and light, with board, may be obtained in private families at a cost per week of from...	\$2.50 to 5.00
Graduation fee.....	5.00
Laboratory fee in Chemistry, Freshman year...	10.00
Library fee, per term.....	1.00
Fee for all seeking registration after the second day of the term.....	1.00

Students pursuing the science work of the sophomore, junior, and senior years, are charged a small laboratory fee each term, varying in amount according to the expense of the course given. In no case, however, unless two science courses are elected in the same year, will the laboratory fees aggregate over \$10.00 in a year.

It is the design to keep expenses as low as possible, so as to bring a thorough education within the reach of all. A large proportion of the students in both College and Academy are dependent upon their own resources. Some work for room and board in private families, and depend upon the earnings of the summer vacation to pay other expenses. Those who hold scholarships or fellowships, receive tuition free. The following instances show how students without means can get an education at Tabor. A young woman in College, receiving a scholarship covering tuition, was able to work for board and room, and covered all other expenses of the college year with fifty dollars. Another young woman in the Academy, also on a scholarship and working for board and room, covered all other expenses with thirty-five dollars. A young man in the Academy, paying all expenses and receiving no college aid, states as his year's expenses, \$156.04; and his earnings for the same time, \$118.70. These cases are those of students who during the year maintained in their studies an average grade of above eighty, on a scale of one hundred.

No young person with health and willingness to work, need go without a college education. The above figures show what is actually being done at Tabor.

BENEFICIARY AID AND PRIZES.***Beneficiary Aid.***

The Congregational Educational Society assists those in the College who are preparing for the Christian ministry.

Scholarships have been founded by the following persons:

Miss Julia Dickinson.....	Nineteen
Miss Elizabeth Davis.....	Two
W. S. Houghton.....	One
J. E. Howard.....	One
Mrs. Kate Woods Clark.....	One
A friend "J. T. R.".....	One
Mrs. Mary B. Young, for M. B. C. Durfee.....	One
Mrs. Charles Atkinson.....	One
J. L. and E. L. Atkinson.....	One

Applicants for scholarships should address the president of the College, with testimonials. No scholarship or other aid, however, will be given to habitual users of liquor or tobacco.

Students whose record in all work is excellent and who show exceptional ability in one department, may be appointed by the faculty to a Fellowship, as a reward for marked scholarship. The Fellow is expected to assist the head of the department, and receives at least tuition for the service. In this way the faculty secures efficient help, and aid is given to capable students.

Students desiring work to help them meet expenses will be aided by a committee of the Young Men's Christian Association, who will be ready at the beginning of the term to assist all who desire it.

Prizes.

The following prizes have been offered during the present year for excellence in the several departments of literary effort in the College:

By Judge A. B. Thornell, of Sidney, to members of the senior class, two prizes of \$15 and \$10.00 respectively, for excellence in composition and delivery of original orations.

By C. A. Bolter, Esq., of Logan, to the members of the junior class, two prizes of \$12.00 and \$8.00 respectively, for excellence in composition and delivery of original orations.

By C. R. Bolter, Esq., of Logan, to the members of the sophomore class, two prizes of \$12.00 and \$8.00 respectively, for excellence in the delivery of declamations of acknowledged literary value.

By Clarence W. Kellogg, of Missouri Valley, to members of the freshman class, two prizes of \$12.00 and \$8.00 respectively, for excellence in delivery of declamations of acknowledged literary value.

By H. C. Dye, of Tabor, a prize of \$20.00 for excellence in debate, the prize to be awarded in accordance with the result of a public inter-class contest, in which the competitors shall be representatives of the senior and junior classes of the College. Each class shall be entitled to two representatives, and the prize shall be equally divided between the representatives of the successful class.

By Rev. James Thomson, of Council Bluffs, a prize of \$10.00 to that member of the senior class who shall write the best essay upon the subject, "The Reasons Why I Believe the Bible to be Inspired."

The following prizes have been offered during the present year to encourage oratorical effort in the Academy:

By W. E. Mitchell, Esq., of Sidney, two prizes of \$12.00 and \$8.00 respectively, for excellence in the composition and delivery of original orations.

STUDENT ORGANIZATIONS.

The students maintain among themselves various organizations, the objects of which are sufficiently indicated in the paragraphs devoted to each. Account of the distinctively religious organizations has been given under Religious Life of the College; the others are as follows:

The literary societies are three in number. In the College are the Phi Kappa, whose membership is made up of young ladies, and the Phi Delta, whose membership is of both young ladies and young gentlemen. In the Academy is the Ciceronian Literary Society, to membership in which all preparatory students are eligible. The Phi Kappa society holds its meetings

Tuesday afternoons; the Phi Delta, Tuesday evenings; the Ciceronian, Thursday evenings. The meetings of all the literary societies are weekly.

In the Conservatory of Music have been organized the Tabor Oratorio Society, a chorus of seventy voices, which makes a study of the great oratorios and choral works and gives concerts open to the general public; and the Conservatory Orchestra, membership in which is determined by proficiency of applicants and is open to the College at large.

The Athletic Union has the direction of all out-of-door sports. A beautiful ten-acre park in the very heart of the town affords ample room for ball grounds, tennis courts, race track and all outdoor sports. The privileges are well used, and all healthy exercises find ample encouragement with the College authorities. The baseball and football teams, competitive field day contests, tennis tournaments, and other field and track athletics enlist an enthusiasm and support from the students that is a necessary part of college life.

The Athletic Committee of the faculty advise with the students in regard to all sports.

STUDENT PUBLICATIONS.

The Talisman—

The Talisman is a monthly magazine, devoted to general College news and aiming to stimulate the intellectual and literary life of the College.

The Cardinal—

The Cardinal is the College Annual. It is published each year by the junior class, and is devoted to the representation of all sides of student life.

TERMS OF ADMISSION.

General Requirements.

Satisfactory evidence of good moral character is required of candidates for admission to the College.

The College is a member of the College Department of the Iowa State Teachers' Association, and receives graduates of ac-

credited schools without examination, except in English, as noted below.

Every candidate for admission must present, in addition to his certificate of graduation, a detailed statement of the work actually done. This statement must indicate the texts studied, the time spent upon each subject, and the grades received. It should also aim to supply whatever other information would be helpful in determining the applicant's qualification; and it must be signed by the principal of the preparatory school or by some other trustworthy officer. A suitable blank for such certificate will be furnished upon application.

The following rules for the accrediting of high schools as making preparation meeting the entrance requirements of the colleges composing the College Department of the State Teachers' Association have been announced by the Committee on Secondary School Relations of that Association:

1. The course of study must not be less than four years of thirty-six weeks each in length.

2. This course of study should require of each pupil not less than four recitations daily.

3. The high school branches of study should require the entire time of at least three teachers.

4. The schools seeking credit in Science must demonstrate their ability to do successful laboratory work; while those seeking credit in History and English must give evidence of a special library equipment for teaching these subjects.

5. The quality of the instruction given, the general tone of the school, and the character of the text books used, must be approved by the Committee on Secondary School Relations, after visitation by some authorized representative of the Committee.

Admission from Accredited High Schools.

The following schools offer courses of study which meet these requirements. They are therefore accredited as making full preparation for one or more of the courses of the College. Their graduates, in those courses in which the particular school is accredited, *upon the presentation of the proper certificate*

showing the completion of the work laid down, will be admitted to freshman standing without examination other than that in English and in English Grammar, which is now required of all students entering the freshman class, including those from the preparatory schools of the colleges themselves. Only such pupils are thus received.

Graduates of schools not on the accredited list must either enter the preparatory school or take examinations for freshman standing.

Ackley,	Des Moines, E.,
Adel,	Des Moines, W.,
Albia,	Des Moines, N.,
Algona,	Dexter,
Ames,	Dubuque,
Anamosa,	Eagle Grove,
Atlantic,	Eldora,
Bedford,	Emmetsburg,
Belmond,	Estherville,
Boone,	Fairfield,
Brooklyn,	Forest City,
Burlington,	Fort Dodge,
Capital Park, Des Moines,	Fort Madison,
Carroll,	Geneseo, Ill.,
Cedar Falls,	Glenwood,
Cedar Rapids,	Greene,
Centerville,	Greenfield,
Charles City,	Grinnell,
Cherokee,	Guthrie Center,
Clarinda,	Guthrie County,
Clinton,	Hamburg,
Columbus Junction,	Hampton,
Corning,	Harlan,
Corydon,	Humboldt,
Council Bluffs,	Indianola,
Cresco,	Iowa City,
Davenport,	Iowa Falls,
Decorah,	Jefferson,
Denison,	Keokuk,
	Knoxville,

Lake City,	Reinbeck,
Lamoni,	Rockford,
LeMars,	Rock Rapids,
Leon,	Sanborn,
Manchester,	Sheldon,
Manning,	Shenandoah,
Maquoketa,	Sibley,
Marengo,	Sigourney,
Marion,	Sioux City,
Marshalltown,	Sioux Falls, S. D.,
McGregor,	Spencer,
Missouri Valley,	St. Mary's, Iowa City,
Moline, Ill.,	Storm Lake,
Montezuma,	Stuart,
Monticello,	Postville,
Mt. Ayr.	Taylorville Tp.,
Mt. Pleasant,	Taylorville, Ill.,
Muscatine,	Tipton,
Nashua,	Traer,
Nevada,	Villisca,
New Hampton,	Vinton,
Newton,	Wapello,
Odebolt,	Washington,
Oelwein,	Waterloo, East,
Onawa,	Waterloo, West,
Orange City,	Waukon,
Osage,	Waverly,
Osceola,	Webster City,
Oskaloosa,	West Union,
Ottumwa,	Wilton,
Perry,	Williamsburg.
Red Oak,	

Private Academies, Seminaries, Normal Schools or Other Secondary Schools Meeting the Conditions Mentioned Above or their Equivalent, may be Accepted on the Same Basis as High Schools.

The following is the list accredited to date:

Cedar Valley Seminary, Osage,
Charles City College,

Decorah Institute,
Denison Normal School,
Dexter Normal College,
Epworth Seminary,
Howe's Academy, Mt. Pleasant,
Iowa City Academy,
Jewell Lutheran College, Jewell,
Lincoln Academy, Lincoln, Neb.,
Michigan Military Academy, Orchard Lake, Mich.,
Mount St. Joseph Academy, Dubuque,
Sac City Institute,
St. Agatha's Seminary, Iowa City,
St. Francis Academy, Council Bluffs,
Washington Academy,
Whittier College, Salem,
Wilton German-English College,
Woodbine Normal School,
Calhoun County Normal School,
Hawarden Normal School.

The following schools are recognized by the Committee on Secondary School Relations, some as doing sufficient work of the kind and quality required to entitle their pupils to enter the freshman class under conditions to be made up after entrance to college; others by the acceptance of their work without examination, as far as it will go, though their courses are not sufficient to admit their pupils to the freshman class. Some may have a place on the accredited list in succeeding years, but as the data for the full decision are insufficient and the opportunity for visiting has not yet presented itself, their applications are filed for one year, and their work is accepted without examination, as far as it goes.

Names of schools in fully accredited list which offer short courses which give their students only partial preparation for college, are repeated in this list. Credit in these courses is given on the same basis as for partially accredited schools. Each college has a printed book containing the exact outline of each course in each high school, with the amount of credit assigned by the general committee, so that credit given in all these

courses, both in Colleges and in the State University, is uniform. Papers presented are checked up by the registrars of the various colleges in accordance with this book of tabulated courses, and any deficiencies are charged up to the student. School officers should be careful and accurate in filling out the uniform blanks which are now furnished by the colleges and which are good for any college in the College Department.

Adair,	Decorah,
Adel,	DeWitt,
Albia,	Des Moines, N.,
Algona,	Dubuque,
Allerton,	Dysart,
Alton,	Eldon,
Ames,	Eldora,
Anita,	Elkader,
Audubon,	Emmetsburg,
Bloomfield,	Estherville,
Boone,	Fairfield,
Brighton,	Farrington,
Britt,	Fayette,
Capital Park, Des Moines,	Fonda,
Carroll,	Fontanelle,
Cedar Rapids,	Forest City,
Centerville,	Fort Dodge,
Chariton,	Fort Madison,
Charles City,	Garner,
Charter Oak,	Geneseo, Ill.,
Clarion,	Glenwood,
Clearfield,	Glidden,
Clear Lake,	Grand Junction,
Colfax,	Greene,
Coon Rapids,	Greenfield,
Columbus Junction,	Grinnell,
Correctionville,	Grundy Center,
Corydon,	Guthrie Center,
Council Bluffs,	Guthrie County,
Creston,	Hamburg,
Davenport,	Hampton,

Hartley,	Pella,
Holstein,	Perry,
Hubbard,	Reinbeck,
Humboldt,	Riceville,
Ida Grove,	Richland,
Independence,	Rolfe,
Jefferson,	Sac City,
Keosauqua,	Shelby,
Kingsley,	Shell Rock,
Lake Mills,	Shenandoah,
Lake City,	Sibley,
Lime Springs,	Sioux City,
Lyons,	Sioux Rapids,
Manchester,	Springdale,
Mapleton,	Springville,
Marengo,	State Center,
Marion,	Storm Lake,
Mason City,	Tama City,
Mechanicsville,	Taylorville Tp.,
Milton,	Taylorville, Ill.,
Morning Sun,	Tipton,
Moulton,	Traer,
Mount Ayr,	Waterloo, E.,
Muscatine,	Waterloo, W.,
Nashua,	Waukon,
Neola,	West Liberty,
New Sharon,	Wilton,
North English,	Winfield,
Northwood,	Dexter Normal School,
Oak Park, Des Moines,	Sac City Institute,
Odebolt,	St. Ansgar Seminary,
Oskaloosa,	Wilton German-English Col-
Ottumwa,	lege.

Pupils from any of the schools mentioned in the lists preceding, who are not graduates, may receive credit toward admission to freshman standing to the amount certified by the proper officer, but such credit is conditional upon the maintenance of a satisfactory grade of scholarship in the advanced work

assigned. Should failure result, any portion of the credit allowed may be cancelled, or review without credit be required.

Pupils from schools not upon these accredited lists, may be admitted to the proper standing in the Academy under the conditions outlined in that department.

A full and complete list of all the rules governing the accrediting of high schools, and the statement of, "How a school may become accredited," may be found on pages 129 to 133 of the High School Manual, issued by the last State Teachers' Association. Copies of this book may be had free of charge on application to State Superintendent R. C. Barrett, Des Moines.

It is sometimes the case that a student wishes to pursue some of the studies in the regular course without becoming a candidate for a degree. When there is good reason for this choice the College will receive such as special students, and if they afterwards change their plans they may pass the matriculation examination and complete the course for a degree.

Admission from Other Preparatory Schools.

The requirements *in all courses* for entrance to the freshman class are as follows:

I. IN ENGLISH—All candidates for admission to regular freshman standing will be required to pass an examination in English, based upon and presupposing a minimum of three years' work in preparation. The examination will aim to discover the applicant's knowledge of English Grammar, Rhetoric, and the History of English and American Literature, his proficiency in the writing of a simple, clear, idiomatic English style; and, finally, his familiarity with the English classics recommended in the "uniform college entrance requirements," or *equivalents of those classics*. The nature of the examination may be indicated more specifically as follows:

(1) *English Grammar*—A knowledge of its theory, as evidenced by ability to analyze sentences of ordinary difficulty, and a practical understanding of the construction of an English sentence in accordance with grammatical principles.

(2) *Rhetoric*—A knowledge of its principles and essential terms, together with ability to write simple and correct English and to detect the more elementary errors of English style. The applicant's work will be expected to show a reasonably accurate knowledge of spelling, punctuation, idiomatic language, and division of an essay into paragraphs.

(3) *History of English and American Literature*—An elementary knowledge of the origin, growth, great movements and periods, and representative writers.

(4) *English Classics*—By an "English classic," as the term is used in the schedule of entrance requirements, is meant a single work of a representative English or American author, or a group of works having unity of method or purpose. For example, a single play of Shakespeare, or the first two books of Milton's *Paradise Lost*, or a novel of George Eliot, or a selection of thirty or more of Addison's essays, would be held to constitute a "classic." The classics recommended are divided into two classes: First, those for general reading, with essay work upon topics suggested by them; and, second, those for careful study and analysis. The classics recommended for 1903-1905 are:

(a) *For General Reading*—Shakespeare's *Merchant of Venice* and *Julius Cæsar*; The Sir Roger de Coverley Papers in the *Spectator*; Goldsmith's *Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Scott's *Ivanhoe*; Carlyle's *Essay on Burns*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

(b) *For Careful Study*—Shakespeare's *Macbeth*; Milton *Minor Poems* (*L'Allegro*, *Il Penseroso*, *Comus*, *Lycidas*); Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

In connection with these or equivalent classics, the student will be expected to know something of the lives and characters of the authors and to have some clear conception of their relation to their times and to contemporary literature.

In every part of the examination the English style of the applicant will be an important factor in determining the result. In the case of the examination in Rhetoric, far greater stress

will be laid upon ability to write than upon knowledge of rhetorical theory.

The Department of English will be glad to answer any inquiries concerning methods of teaching the various English courses and to furnish information as to the most satisfactory texts in all branches of the work.

II. IN HISTORY—General outlines of History. History of the United States. History of England. Civil Government.

III. IN MATHEMATICS—

- (a) Algebra, to logarithms.
- (b) Geometry, plane and solid.

IV. IN NATURAL SCIENCE—A knowledge of the outlines of the following subjects is required, with laboratory practice in Physics and Botany. The texts named are merely to indicate the scope of the requirements. Great emphasis is laid upon laboratory work. A term's work in Botany is expected and at least three terms in Physics are required.

- (a) Physiology and Hygiene. (Blaisdell.)
- (b) Elementary Physics. (Carhart & Chute, Gage, Hall & Bergen, Woodhull.)
- (c) Botany. (Bergen's Foundations, Setchell's Laboratory Practice; or Coulter's Plant Relations.)

V. IN LATIN—

- (a) Grammar and Composition.
- (b) Cæsar, four books, or equivalent.
- (c) Cicero, five orations.
- (d) Virgil, six books.

VI. ADDITIONAL FOR CLASSICAL GROUP—

- Greek*—(a) Grammar.
- (b) Xenophon's Anabasis, three books.
 - (c) Homer's Iliad, 2,500 lines.

VII. ADDITIONAL FOR SCIENTIFIC GROUP—

German—Grammar and easy reading, Grimm's Mærchen or an equivalent.

This outline of requirements is in general a summary of the work done in the Academy.

SYSTEM OF INSTRUCTION.

OUTLINE OF CURRICULUM.

I.—OF THE FRESHMAN YEAR.

Every student, upon matriculation, will enter upon the following course of study for his freshman year:

Prescribed courses—

Mathematics.....	Three terms
English.....	Three terms

Alternative courses—

Latin.....	Three terms
Greek.....	Three terms
French.....	Three terms
German.....	Three terms

The prescribed courses are required as indicated. From the alternative courses the student will choose, at the beginning of the year, any three, and will be required to follow throughout the year the selection then made. All college courses are three-hour courses.

II.—OF THE SOPHOMORE, JUNIOR AND SENIOR YEARS.

At the beginning of his sophomore year, every student is required to select from a series of six groups of studies one, which, except for certain options indicated below, he must follow throughout his college course. These groups aim to present, each within its own particular field, the widest range and greatest variety of study compatible with the purpose of the system; namely, so to unite and harmonize the required and elective elements as to avoid, on the one hand, the severe rigidity of the entirely prescribed curriculum, and, on the other, the uncertainty of aim to which a too widely elective curriculum is liable.

The groups of studies are so formulated that there are in each three elements: First, studies present in every group and consequently required of every student; second, certain studies present in only one, or, at most, a few of the groups; and third,

studies elective in junior and senior years to students in all groups.

In each group, again, are two sub-groups, a major and a minor. The former consists, in each case, of two studies which hold so large a proportion of space as to be distinctive of the group in which they occur, while the latter is made up of various studies auxiliary to the major. Each group, moreover, consists of fifteen lines of study, each comprising three terms of work. Furthermore, one year each of German, French, Economics, Philosophy, History, and Chemistry or Biology with its accompanying laboratory work, is required in each group. And, finally, English is prescribed in all groups in two of the three years; and three electives are allowed in the last two years, one in the junior year and two in the senior.

The groups with their special features are as follows:

I. *The Classical Group.* The Classical group is a modernized form of the classical course so long prevailing in institutions for higher education. Its distinctive studies are Latin and Greek, while English, German, Philosophy, Economics, History, English Bible, and Natural Science are auxiliary. The aim is general culture.

II. *The Theological Group.* The Theological group is almost identical with the Classical, from which it is distinguished only by the omission of one year of Latin and the introduction of one year of Hebrew.

III. *The Preparatory Legal Group.* The Preparatory Legal group aims to fit the student for the study of law. It lays especial stress upon the courses in History and Economics, and requires a year of study in the English Bible.

IV. *The Modern Language Group.* The Modern Language group is essentially literary in its aim. It is intended to accomplish much the same end as that for which the Classical group is designed, but differs from that in the omission of all Greek and of one year of Latin, the place of which is supplied by two years of French and an added year of English.

V. *The Preparatory Medical Group.* The Preparatory Medical group looks toward the profession of Medicine or further research in Natural Science. The leading studies are

Chemistry and Biology, with their accompanying laboratory work. The secondary courses are like those of Group I, except that Greek and English Bible are replaced by Mathematics and French.

VI. *The Latin-Mathematics Group.* The Latin and Mathematics group, like the Classical, aims at general culture. Its essential difference consists in the introduction of Mathematics and French in the stead of Greek and English Bible.

The groups outlined above are not rigidly restrictive. They provide considerable latitude of study. But that yet greater variety may be secured, any student who can present evidence of qualification may elect any course in the curriculum outside those required by his chosen group.

The College offers two degrees, that of Bachelor of Arts and that of Bachelor of Philosophy. The former is conferred upon graduates who have completed the work of Groups I and II; the latter upon those who have completed the work of Groups III, IV, V and VI.

TABLE OF GROUPS

GROUP I		GROUP II		GROUP III		GROUP IV		GROUP V		GROUP VI	
Classical		Theological		Preparatory Legal		Modern Language		Preparatory Medical		Latin--Mathematics	
Latin-4, 5, 6 Greek-4, 5, 6 English-4, 5, 6 Latin-4, 5, 6 Chemistry-1, 2, 3 or Biology-1, 2, 3 German-4, 5, 6		Greek-4, 5, 6 Latin-4, 5, 6 Chemistry-1, 2, 3 or Biology-1, 2, 3 German-4, 5, 6		History-1, 2, 3 English-4, 5, 6 Latin-4, 5, 6 Chemistry-1, 2, 3 or Biology-1, 2, 3 German-4, 5, 6		French-4, 5, 6 German-4, 5, 6 English-4, 5, 6 Chemistry-1, 2, 3 or Biology-1, 2, 3 Latin-4, 5, 6		Chemistry-1, 2, 3 French-4, 5, 6 English-4, 5, 6 Mathematics-4, 5, 6 German-4, 5, 6		Latin-4, 5, 6 Mathematics-4, 5, 6 English-4, 5, 6 Chemistry-1, 2, 3 or Biology-1, 2, 3 German-4, 5, 6	
JUNIOR YEAR											
Latin-7, 8, 9 Greek-7, 8, 9 English-7, 8 and 12 or 13 Philosophy-1, 2, 3 Elective		History-1, 2, 3 English-7, 8 and 12 or 13 Greek-7, 8, 9 Philosophy-1, 2, 3 Elective		French-4, 5, 6 History-4, 5, 6 Economics and Sociology { 1, 2, 3 Philosophy-1, 2, 3 Elective		French-7, 8, 9 English-7, 8, 9 History-1, 2, 3 Philosophy-1, 2, 3 Elective		Chemistry-4, 5, 6 Biology-1, 2, 3 English-7, 8 and 12 or 13 Philosophy-1, 2, 3 Elective		Mathematics-7, 8, 9 English-7, 8 and 12 or 13 French-4, 5, 6 Philosophy-1, 2, 3 Elective	
SENIOR YEAR											
History-1, 2, 3 Economics and Sociology { 1, 2, 3 Bible-1, 2, 3 Elective Elective		Hebrew-1, 2, 3 Economics and Sociology { 1, 2, 3 Bible-1, 2, 3 Elective Elective		English-7, 8 and 12 or 13 Economics and Sociology { 4, 5, 6 Bible-1, 2, 3 Elective Elective		German-7, 8, 9 Economics and Sociology { 1, 2, 3 English-10, 11 and 12 or 13 Elective Elective		History-1, 2, 3 Economics and Sociology { 1, 2, 3 Biology-4, 5, 6 Elective Elective		History-1, 2, 3 Economics and Sociology { 1, 2, 3 Latin-7, 8, 9 Elective Elective	

SYNOPSIS OF COURSES.**I. History.****PRESIDENT GORDON.**

The work in History is required in the sophomore year of students in the Preparatory Legal group. To students in other groups it is not open till junior year, where it is required in the Theological, Preparatory Legal, and Modern Language groups, and is elective in all others. In senior year it is required in the Classical, Preparatory Medical, and Latin-Mathematics groups, and is elective in the others.

The work in this department is intended to develop a true appreciation of History, and give practical training in methods of historic research. Using the Source method, the student is led by the successive steps of assembling material, its analytical assimilation, and its presentation in a historical narrative, to secure power as well as knowledge. The courses are as follows:

1. *Fall*—**MEDIAEVAL CIVILIZATION.**—Studies from the sources, and the preparation of theses, on the Conflict of Christianity and Paganism; the Teutonic Races; the Mohammedan Invasion; Chivalry; Feudalism; Monasticism; the Jews; the Trades, and the Mediaeval City.

2. *Winter*—**THE RENNAISANCE.**—Lectures and original work by the class on the Schoolmen, Dante, Petrarch, Lorenzo de Medici, Reuchlin, Erasmus, and other Italian and German Humanists; and the German Universities.

3. *Spring*—**THE REFORMATION.**—Heresy and the Inquisition, the Reforming Council; Church and State; The Papacy; Luther, Geneva, The Huguenots.

4. In the Fall Term and the first half of the Winter Term will be offered an advanced course on the origin, sources, development and nature of the English Constitution, in order to prepare the student profitably to undertake an investigation of the American Constitution.

5. During the latter part of the Winter Term, a course on the origin, nature and practical working of the National Government of the United States.

6. The course of the Spring Term will develop by text book, lectures, and theses from the class, the working of state, local and city governments, and the history, nature and methods of political parties.

II. Latin Language and Literature.

PROFESSOR FAIRCHILD.

Latin, courses 1, 2, 3, is required work for all freshmen. In the sophomore year it is required of students in all groups but the Preparatory Medical. In junior year only students in the Classical group are required to take it, although it is elective to qualified students in all groups. In senior year it is prescribed for students in the Latin-Mathematics group and is elective to qualified students in all others.

1. *Fall*—LIVY, BOOK XXI (Greenough)—History of Second Punic War. Men of the period, and political situation. In addition to translation, members of the class will present papers for discussion.

2. *Winter*—CICERO'S DE SENECTUTE AND DE AMICITIA (Kelsey). Parts of the latter work will be used for translation at sight. Discussion of Scipio and his friends.

3. *Spring*—HORACE'S ODES AND EPODES.—Translation and metrical reading; also history of the period. (Clement Smith's edition or Smith & Greenough's complete works of Horace.)

4. *Fall*—AGRICOLA AND GERMANIA OF TACITUS, (Allen). Roman Empire under Flavian Dynasty.

5. *Winter*—JUVENAL'S SATIRES (Wright or Chase and Stuart). Roman life and manners especially studied.

6. *Spring*—PLAUTUS (Harrington)—Two plays.

7. *Fall*—HORACE'S SATIRES (Greenough). Considerable text will be covered by rapid reading.

8. *Winter*—LUCRETIVS' DE RERUM NATURA (Kelsey) Book I, and selections from TUSCULAN DISPUTATIONS.

9. *Spring*—ROMAN LIFE (Peck and Arrowsmith). This is a collection of extracts from the principal Latin writers which especially tend to throw light upon Roman life and customs. An opportunity is afforded for a renewal of acquaintance with authors previously read, and for a more general or birdseye view of Latin writers and their place in literature.

III. *Mathematics.*

PROFESSOR LAWRENCE.

Mathematics is prescribed for all students during freshman year. In the sophomore year it is required of all students in the Preparatory Medical and Latin-Mathematics groups, and in the junior year, in the Latin-Mathematics groups alone. Aside from the requirements indicated, it is elective in all groups in junior and senior years to such students as can present evidence of qualification for the elected course.

1. *Fall*—HIGHER ALGEBRA. A thorough review of fundamental principles followed by choice, chance, variables and limits, series, general theory of equations, and the solution of higher equations.

2. *Winter*—HIGHER ALGEBRA (continued), 1 hour. TRIGONOMETRY, 2 hours. Solution of triangles, goniometry, computation of logarithmic and trigonometric functions. Text book: Wentworth.

3. *Spring*—TRIGONOMETRY (completed).

4. *Fall*—PLANE ANALYTICAL GEOMETRY—Loci and their equations, the straight line, the circle, the parabola, the ellipse and hyperbola. Text book: Wentworth.

5. *Winter*—PLANE ANALYTICAL GEOMETRY (completed), 1 hour. DIFFERENTIAL CALCULUS, 2 hours—Elementary differentiation, expansion of functions, indeterminate forms, maxima and minima, and application to curves. Text book: Osborne.

6. *Spring*—DIFFERENTIAL CALCULUS (completed).

7. *Fall*—INTEGRAL CALCULUS—Elementary integrals, integration of rational fractions, integration by substitution, parts, and successive reductions. Trigonometric integrals. Text book: Osborne.

8. *Winter*—INTEGRAL CALCULUS completed, 1 hour. HIGHER ANALYTICAL GEOMETRY, 2 hours—General equations of the second degree, higher plane curves and solid analytics. Text books: Wentworth, C. Smith.

9. *Spring*—HIGHER ANALYTICAL GEOMETRY (completed).

10. *Fall*—THEORY OF EQUATIONS—Based on Burnside and Panton's Theory of Equations.

11. *Winter*—ADVANCED INTEGRAL CALCULUS—Including definite integrals and their geometric applications.

12. *Spring*—DIFFERENTIAL EQUATIONS.

IV. Greek Language and Literature.

PROFESSOR FARNHAM.

Greek is an alternative with Latin, German and French for all students throughout freshman year. In the sophomore and junior year it is required of all students in the Classical and Theological groups. In junior and senior years it is elective to qualified students in all groups. The aim of the study is general culture; consequently it forms with Latin the major part of the work in Groups I and II.

All who wish to become members of the freshman class must have a thorough familiarity with the principles of Grammar, as stated in White's First Greek Book, and an ability to pass an examination on the first four books of Xenophon's Anabasis.

Students coming from secondary schools where Greek is not taught will be permitted to make up the work preparatory to freshman classification under the direction of the head of the department, and so keep their standing in the class where in other respects they belong.

Great care is exercised in the choice of texts to be read, and the aim is to give a comprehensive view, not only of each

author's works, but of Greek literature in its chief departments and as a whole.

The faithful student gains an excellent working knowledge of the language, so that he may take up masterpieces by himself and read them intelligently. He becomes acquainted with the finest products of thought, representative of this ancient lore; is trained to a habit of critical study; masters much important history, philosophy, and principles of philology. He finds one of the very best keys to an understanding of English language and literature, and acquires the ability to investigate in a satisfactory manner the New Testament in the original. Work in Greek texts is supplemented by rapid readings of other classics in the best translations.

FRESHMAN.

1. *Fall*—ORATIONS OF LYSIAS.
PROSE COMPOSITIONS.
2. *Winter*—HOMER'S ODYSSEY.
3. *Spring*—PLATO'S APOLOGY AND CRITO.
OLD GREEK LIFE.

SOPHOMORE.

4. *Fall*—GUEBER'S MYTHS OF GREECE AND ROME.
NEW TESTAMENT GREEK.
5. *Winter*—DEMOSTHENES' "ORATION ON THE CROWN."
6. *Spring*—ARISTOPHANES' CLOUDS.
HISTORY OF GREEK LITERATURE.

JUNIOR.

7. *Fall*—EURIPIDES' ALCESTIS OR MEDEA.
8. *Winter*—AESCHYLUS' PROMETHEUS BOUND.
9. *Spring*—SOPHOCLES' OEDIPUS TYRANNUS OR ANTIGONE.
LECTURES ON GREEK LITERATURE.

SENIOR YEAR.

10. *Fall*—HERODOTUS AND THUCYDIDES (Selections).

11. *Winter*—PLATO'S PHÆDO, and selections from other DIALOGUES.
XENOPHON'S SYMPOSIUM.
12. *Spring*—SPECIAL STUDY OF GREEK POETRY.

V. Chemistry.

PROFESSOR SCHNEIDER.

The study of Chemistry begins with the sophomore year. In that year it is prescribed for students in the Preparatory Medical group and is an alternative with Biology in all other groups. In junior year it is required in the Preparatory Medical group and elective to qualified students in all other groups. In senior year it is elective to all qualified students. Laboratory work is required in each course, and every student is assigned a working place in the laboratory, which is well equipped with apparatus and material.

1. *Fall*—GENERAL INORGANIC CHEMISTRY—Recitations and lectures two hours a week, and four hours of laboratory work. The laboratory drill consists of experiments illustrating the class room work. Text: Remsen's Inorganic Chemistry.

2. *Winter*—QUALITATIVE ANALYSIS—This course is intended to train the student in manipulation, observation and deduction, and consists in the analysis of substances, both solid and in solution. One recitation or lecture and eight hours laboratory work. Text: Prescott & Johnson's Qualitative Analysis.

3. *Spring*—ORGANIC CHEMISTRY—Two recitations and three hours laboratory work. Text: Remsen's Organic Chemistry.

4, 5, 6. *Fall, Winter, Spring*—PHYSIOLOGICAL CHEMISTRY—This course continues through one year and consists of a thorough study of the chemical composition of the various tissues and fluids of the body. The work begins with a study of the albuminous bodies, and the more important carbohydrates and fats; this is followed with a study of the epithelial, connective, muscular, and nervous tissues. Next, digestion and the

various digestive fluids are studied; artificial digestions are made, and the products of these isolated and studied. Then follows work with the blood, bile, milk and urine.

One recitation and six hours of laboratory work each week. Counts as a three-hour course. Text: Simon's Text Book of Physiological Chemistry.

VI. *Biology.*

PROFESSOR SCHNEIDER.

Biology, like Chemistry, is first taken up in the sophomore year. It is prescribed in none of the groups, but is an alternative with Chemistry in all but the Preparatory Medical. In junior and senior years it is prescribed in the Preparatory Medical group and elective to qualified students in others. Each course has been designed to give the students the mental and manual training in the methods of investigation by which the facts and principles of the science have been established, and at the same time to give him a sufficient knowledge of the elements to enable him to pursue with profit more special study. A good equipment is provided and the work is made as practical as possible. Laboratory work is required in each course, with a careful preparation of notes and drawings of each subject studied.

1. *Fall*—INTRODUCTORY BIOLOGY—A study of the cell structure and vital phenomena and of the fundamental differences between plants and animals. Detailed study of the Earthworm as a typical animal, and the Fern as a typical plant, followed by a study of Algae and Fungi. One recitation or lecture and six hours laboratory. Counts as a three-hour course.

Texts: Sedgwick & Wilson's General Biology; Barnes' Plant Life.

2. *Winter*—BIOLOGY OF INVERTEBRATES—Detailed laboratory study of the amoeba, the paramaecium, the vorticella, the sponge, the hydra, the sea-anemone, the starfish, the rotifera, the clam, the lobster and the grasshopper. One recitation and six hours laboratory work.

Text: Parker and Haswell's Manual of Zoology.

3. *Spring*—ELEMENTS OF HISTOLOGY—Comparative detailed study of the tissues of the higher animals. Microscopical preparations of the principal tissues and organs are made and the common methods of preparation and mounting studied. Special drill is given in distinguishing the different tissues and organs under the microscope. One recitation or lecture and six hours laboratory.

Texts: Klein's Elements of Histology or Piersol's Text Book of Normal Histology.

4. *Fall*—COMPARATIVE BIOLOGY OF VERTEBRATES—Careful detailed dissection of the fish, the frog, the turtle, the pigeon and the cat; lectures, collateral reading, and laboratory.

Reference works: Wiedersheim's Comparative Anatomy, Marshall's Frog, Mivart's Cat, Howell's Dog, Gray's Man, Packard's Zoology, and Parker and Haswell's Text Book of Zoology.

5, 6. *Winter and Spring*—PHYSIOLOGY AND EMBRYOLOGY—Physiology is taught during the winter and two-thirds of the spring term by recitations, lectures with collateral reading, and laboratory work. Two recitations and three hours of laboratory (counts 3).

Text: Huxley's Lessons in Elementary Physiology.

Vertebrate Embryology is taught the last third of the spring term by lectures and laboratory exercises. Detailed study of the embryology of the frog and the chick.

Reference works: Marshall's Vertebrate Embryology and Foster and Balfour's Elements of Embryology.

7. *Spring*—Bacteriology will be offered if five or more elect the course.

8. *Spring of 1903*—PUBLIC HYGIENE—A course of twenty-one lectures offered to seniors and juniors.

VII. Philosophy.

PROFESSOR BEGG.

Philosophy is required in junior year of students in all groups. It is elective in both junior and senior years to all qualified students.

Three courses will be offered in 1903-4, the first required and the others elective. A student who is attentive to the first course will not only get such a thorough preparation for either of the other courses as to make them comparatively easy and interesting, but also an insight into many of the questions which arise often in daily life and reading, and power for the calm and rational consideration of them.

I.

1. *Fall*—PSYCHOLOGY—Text: Ladd's Outlines of Descriptive Psychology.

2, 3. *Winter and Spring*—PHILOSOPHY IN THE MAKING—Text book: Rogers' Student's History of Philosophy.

In Psychology will be considered the manifestations, processes, relations and development of the various mental powers and capacities of human nature in such a way as to lead to a knowledge of the needs of life in education, and to suggest larger possibilities for the future, while philosophy in the making will be an enlargement of the process of observation and will enable the student who may attend to it to have an intelligent interest in almost all the psychological, logical, ethical, æsthetic, or metaphysical questions of the day.

II.

4, 5. *Fall and Winter*—ETHICS—Text book: Paulsen's System of Ethics.

6. *Spring*—PHILOSOPHY OF RELIGION.

In Paulsen's System we have the principles, practices, progression and some of the history of Ethics in a comprehensive and instructive, yet easily understood and interesting, popular form. We may sometimes differ from it, but we feel it to be stimulating. The Philosophy of Religion will be an extension of the ethical into the sphere of the religious life when we have to consider our relations to God and to Christianity.

III.

7. Critical Reading of LOCKE'S ESSAYS CONCERNING THE HUMAN UNDERSTANDING.

8. Critical Reading of HUME'S INQUIRY CONCERNING THE HUMAN UNDERSTANDING and his INQUIRY CONCERNING THE PRINCIPLES OF MORALS.

9. Critical Reading of KANT'S PHILOSOPHY. Text book: Watson's Kant.

This is offered as an advanced course, and is meant to lay the foundation for a thorough understanding of Modern Philosophy.

VIII. Economics and Sociology.

PROFESSORS FARNHAM AND BEGG.

Economics and Sociology are required of students in all groups in the senior year. They are elective in the senior year to all qualified students.

The course for 1903-4 will be continued through all three terms and will include the consideration of Land, Labor, Capital, the Theory of International Exchange, and the like, or, in general, such topics as fall within the provinces respectively of Sociology and Political Economy.

1. SOCIOLOGY.—Text: Carroll D. Wright's Outline of Practical Sociology (Revised).

2. POLITICAL ECONOMY.—Text: Walker's Political Economy. Advanced Series.

3. SOCIOLOGY.—Text: "The Criminal," by Drahms.

IX. Hebrew and English Bible.

PRESIDENT GORDON AND PROFESSOR BEGG.

Hebrew is prescribed for students in the Theological group in senior year, and is elective to students in other groups. English Bible is required in senior year of all students in the Classical, Theological, and Preparatory Legal groups. It is elective in the same year to students in all other groups.

In 1902-3, The Life of Christ, The Teaching of the Apostles, and the History of Religions were considered. In 1903-4 the

course of study will be confined to the Old Testament, and the nature of the course will be sufficiently indicated by the subjects named.

1. GENESIS, OR THE BOOK OF ORIGINS.
2. REPRESENTATIVE MEN OF THE BIBLE AND THEIR TIMES.
3. THE MESSAGES OF THE PROPHETS.

X. English Language and Literature.

PROFESSOR JONES.

The work in English is required of all students in the first three years of the college course, and in the senior year is elective to students in all groups. All the courses in English Composition are required of every student in order to graduation. Six courses in English Literature are offered. Of these, two are required of sophomores, and four are open to juniors and seniors. In both Language and Literature the required courses are so arranged as to prepare the student for the elective courses.

1, 2. *Fall and Winter*—FRESHMAN RHETORIC AND COMPOSITION—Thorough training in the fundamental principles of English discourse. Lectures, auxiliary to text book. Constant writing in exemplification of the various forms and elementary processes of composition. Required of all freshmen.

3. *Spring*—INTRODUCTION TO ENGLISH PROSE—An elementary course in literary analysis. Readings exemplifying the typical forms of prose literature. Essays upon works read. Lectures and discussions. Required of all freshmen.

4. *Fall*—ELEMENTARY POETRY—A course in the simpler elements of poetic interpretation. Reading and critical analysis of typical English poems. Library reading. Reports, essays and discussions. Required of all sophomores.

5, 6. *Winter and Spring*—HISTORY OF ENGLISH LITERATURE—Text, with library reading. Reports, essays and discussions. Winter term, the history of English literature from

the beginning to the eighteenth century; spring term, from the eighteenth century to the twentieth. Required of all sophomores.

7, 8. *Fall and Winter*—HIGHER ENGLISH COMPOSITION—Lectures on the principles of narration, description, exposition, and argumentation. Exercises and essays exemplifying the forms of discourse. Fall term, narration, description, and exposition; winter term, argumentation. Required of all students, in either junior or senior year, except that in the Preparatory Legal group it is prescribed for senior year. No student will be admitted to this course who has not had 1 and 2, or their equivalent.

9, 10. *Fall and Winter*—SHAKESPEARE—Reading and interpretation of selected plays. Collateral library reading, and essays. Lectures on dramatic art and upon the development of English drama. Open to juniors and seniors.

11. *Spring*—AMERICAN LITERATURE—Text. Lectures upon the history of American literature. Library reading. Reports, discussions and essays. Open to juniors and seniors.

12. *Spring*—NINETEENTH CENTURY ENGLISH POETRY—Lectures upon the history and character of the English poetry of the nineteenth century and upon individual poets. Library reading. Reports, essays and discussions. Open to juniors and seniors. Must be preceded by 5 and 6. Given in alternation with 13. Given in 1903-1904.

13. *Spring*—THE ENGLISH NOVEL—Lectures on the origin and development of the English novel. Reading of typical novels. Essays upon historical and critical topics, collateral with lectures and readings. Open to juniors and seniors. Must be preceded by 5 and 6. Given in alternation with 12. Not given in 1903-1904.

* * *

The prize contests in oratory, declamation and debate, to which attention has been called under the caption "Prize Contests," will be under the general supervision of the Department of English; and in the courses in higher composition considerable work in the principles of persuasive discourse and their application in the actual production of orations will be required.

XI. French.

MAY WHITNEY FARNHAM.

French is an alternative study with German, Latin and Greek, in freshman year. In sophomore year it is prescribed in the Modern Language and Preparatory Medical groups. In junior year it is prescribed in the Preparatory Legal, Modern Language, and Latin-Mathematics groups, and elective to qualified students in others. In senior year it is elective to qualified students in all groups.

The first term of freshman year is devoted to drill in pronunciation, forms, the understanding of spoken French, and the translation of simple sentences into French.

The second term is a continuation of the first, with the addition of exercises in dictation, and the reading of simple prose texts. Students will be required to read aloud, in the original, a portion of the text of each lesson, and attention will be given to the details of syntax.

The third term gives less attention to grammar, having as its aim the fluent translation of standard French prose.

Throughout the first year a limited amount of time will be given to object lessons and similar modes of instruction used by teachers of the so-called "natural method."

The second year will be devoted almost entirely to a study of the drama. One play by each of the three classic writers, Corneille, Racine and Moliere, will be read; also one modern drama and one standard comedy will be translated and read aloud, in the original, for special drill in pronunciation.

The third year, which is required only of students electing the Modern Language group, will comprise an outline history of the literature with selected reading from eighteenth and nineteenth century authors.

Texts for 1903-1904:

FIRST YEAR FRENCH.

Fall—Grammar, Fraser and Squair.

Winter—Grammar, Fraser and Squair; Malot's *Sans Famille*.

Spring—Bruno's *Le Tour de la France*. Napoleon *Extraits* (Fortier). On *Rend l' Argent*, Coppee.

SECOND YEAR FRENCH.

Fall—Letters of Mme de Sevigne. Corneille's *Cinna*.

Winter—Racine's *Andromaque*. Moliere's *L' Avare*. Augier's *La Pierre de Touche*.

Spring—Rostand's *Cyrano de Bergerac*. Le Sage's *Gil Blas*.

XII. German.

MAY WHITNEY FARNHAM.

German is an alternative with French, Latin and Greek in freshman year. In sophomore year it is required of students in all groups. In junior year it is an elective in all groups. In senior year it is prescribed for students in the Modern Language group, and elective to qualified students in all groups.

A knowledge of the principles of grammar and an ability to translate easy prose into German, is required to enter the department.

During the fall term of freshman year, one of the easier plays of Schiller will be read. Attention will be given to pronunciation, and students will be required to read aloud at each lesson a portion of the work in hand. So far as possible the recitation will be conducted in German, and every effort will be made to train the ear to an understanding of the spoken tongue.

The work of the winter term includes Lessing's plays and selections from Heine's prose works.

The spring term will be devoted to a critical study of the first part of Goethe's *Faust*.

The third year is devoted to an outline of German Literature. "Deutsche Litteraturkunde," (Heuschel and Linke) and Buchheim's "Deutsche Lyrik," will be used throughout the year. One of the more difficult works of Schiller and Goethe will be read, and one standard novel.

Texts for 1903-1904:

SECOND YEAR.

SCHILLER—Jungfrau von Orlean.

LESSING—Minna von Barnhelm.

HEINE—Die Harzreise.

GOETHE—Faust.

THIRD YEAR.

SCHILLER—Wallenstein (complete).

GOETHE—Egmont.

SCHEFFEL—Ekkehard.

BUCHHEIM—Deutsche Lyrik.

HEUTSCHEL AND LINKE—Deutsche Litteraturkunde.

XIII. *Gymnastics.*

H. E. FARNHAM, PHYSICAL DIRECTOR.

A course of Gymnastics is offered to all students. It is not designed to take the place of out-of-door exercises, and is therefore not required until the winter term. Beginning at this time in the school year, it extends into the Spring term until tennis, outdoor basket ball, and field sports may command attention. Each student is expected to be present at drill for at least two hours each week. A physician's certificate of physical disability is required of such as may seek to be excused from gymnastic work.

The College does not in this department encourage the performance sometimes styled gymnastics, which have acquired notoriety purely because of their dangerous and sensational character. But the work is systematic, progressive, and so arranged and conducted that it naturally calls forth and cultivates the latent powers and capacities of the body.

Special attention is given to body-building and the correction of physical defects. The work is carefully graded from simple, calisthenic exercises through floor drills with dumbbells, Indian clubs or wands to the more arduous exercises of mat work and the horizontal and parallel bars. Military drills and fancy marching, games, and building of pyramids are introduced for the sake of the variety and pleasure to the pupils.

Annual exhibitions are given, usually at the close of the Winter term. The College was among the first of Iowa institutions of learning to see the value of gymnastics to the young, and the practical help of good courses of physical instruction to all those who expect to make teaching a life work. More and more each year the colleges and universities recognize the fact that physical development, health and comeliness must go along with mental growth.

XIV. Music.

Sophomores, juniors and seniors who are sufficiently advanced in Music may elect the work offered in the Conservatory in Harmony, Counterpoint and History of Music. This will count as three hours' elective throughout the year. For a description of this course, see page 58.

XV. Art.

IDA LOUISA EVANS SNYDER.

Technical instruction is given in drawing in charcoal and pencil, pen and ink, oil, pastel, crayon and water color.

Perspective and Mechanical Drawing are also taught and special arrangements have been made that every student in the College may take this drill with very little expense.

Classes are formed for the study of Composition and the History of Art, open to all regular Art students. The Physics and Botany classes of the Academy are organized for work in free-hand drawing.

Instruction in all classes is individual, and the advancement of each student depends on the degree of proficiency only. Students will find it much to their advantage to follow out the course of study recommended here, and upon completion of such a course certificates will be granted.

Elementary Work. From the beginning the student is taught to draw from the object. Models are provided whose contours are straight lines. From these block figures the student gains a thorough knowledge of proportion and perspective.

This method of work is carried throughout the course. The work then advances to drawing from fragments of the human figure and models of natural objects.

Work in the Antique. In the antique class the models used require close observation, combined with great patience and perseverance, though the earnest student will find little difficulty in mastering the more subtle outlines of the head, having once gained a very good idea of proportion from the block figures.

The education of the eye is considered of greater importance than the training of the hand, not only in simple line work and in the study of superficial forms, but in the general, yet no less certain, laws which underlie and distinguish the work of every master in sculpture or painting.

Still Life and Life. Work in this class consists of drawing and painting from the living model and objects. More attention is given to the study of the head, since the subtle outline and character study is believed to develop the mind and individuality of the student.

Students who paint should draw a portion of the time, and in all cases a careful study of the model and a conscientious search for contours and construction are recommended.

No effort is made to bring the students to a uniformity of method, except to the extent of instructing them to see forms as they really exist; beyond this each student is permitted to develop or follow out a style of his own.

Composition. Pictorial composition is the proportionate arrangement and unifying of the different features and objects of a picture. There must be an exercise of judgment on the part of the student as to fitness and position, as to harmony of relation, proportion, color, light, and there must be a skillful uniting of all the parts into one perfect whole.

Tuition.

Drawing, per term of twenty-four lessons, three hours	
each.....	\$12 00
Painting, per term of twenty-four lessons, three hours	
each.....	12 00

THE ACADEMY.

GEORGE MILTON POTTER, PRINCIPAL.

The Academy is under the immediate control of the Principal, who is assisted in the teaching by the different members of the College faculty. Its courses, which are continuous with those of the College, are taught in the same recitation rooms and laboratories as the corresponding courses of the College. It prepares fully for entrance to the College.

The work is so planned as to give the student who does not expect to enter College a well rounded course as far as he goes. It is thorough; and students whose time in school must be brief can here make the most of it. The fact that the Academy is so intimately connected with the College is very fortunate, as it gives the student many privileges that he could not otherwise enjoy. The Library, the Gymnasium, Lecture Courses, the Conservatory of Music, the College Societies, the moulding influence of contact with more mature students, are all advantages well worth considering.

General Synopsis of Courses.

(NOTE.—In the appended table, figures indicate in each case the number of hours of recitation a week in the course.)

Junior Year.

FALL TERM.

Latin.....	5
English.....	4
Algebra.....	4
History.....	4

WINTER TERM.

Latin.....	5
English.....	4
Algebra.....	4
History.....	4

SPRING TERM.

Latin.....	5
English.....	4
Algebra.....	4
History.....	4

Middle Year.

FALL TERM.

Latin.....	4
Greek or History.....	5
English.....	4
Plane Geometry.....	4

WINTER TERM.

Latin.....	4
Greek or Science.....	5
English.....	4
Plane Geometry.....	4

SPRING TERM.

Latin.....	4
Greek or Science.....	5
English.....	4
Solid Geometry.....	4

Senior Year.

FALL TERM.

Latin.....	4
Greek or German.....	4
English.....	4
Physics.....	4
Algebra.....	1

WINTER TERM.

Latin.....	4
Greek or German.....	4
English.....	4
Physics.....	4
Algebra.....	1

SPRING TERM.

Latin.....	4
Greek or German.....	4
English.....	4
Physics.....	4
Algebra.....	1

Courses by Departments.

ENGLISH.

JUNIOR YEAR.

Fall—Review of English Grammar—With special reference to the inflection of pronouns and verbs, the agreement of verbs and pronouns, and to punctuation and capitalization.

Winter—Narrative-Analysis and Composition—During this term, narratives in both prose and poetry from such authors as Scott, Tennyson, Lowell, and others, will be studied and students will be required to write simple narratives.

Spring—Description-Analysis, Literature and Composition—Selections from Hawthorne, Lowell, Goldsmith, Poe, and others, will be read, with corresponding work in original descriptive writing.

MIDDLE YEAR.

During this year the study of Rhetoric and Composition will alternate with the study of English classics. In the spring the work in Composition will have special reference to exposition.

SENIOR YEAR.

Fall—History of English Literature—With selections from the authors studied. COMPOSITION.

Winter—History of American Literature—With selections from the authors studied. COMPOSITION. The composition work of these two terms will be varied in topic and style, and will be on subjects that will require somewhat maturer thought than the work of previous years.

Spring—Literature.—Review of the different forms of Literature, and the introduction of elementary character study as exemplified in the novel and drama. COMPOSITION. This term the Composition work will be studies of characters of the drama and novel, and the critical treatment of the plays studied.

LATIN.**JUNIOR YEAR.**

Fall—Beginning Latin (Collar and Daniell).

Winter—Beginning Latin (Collar and Daniell).

Spring—Selections from Viri Romæ and Nepos.

MIDDLE YEAR.

Fall—Cæsar, two books. Prose Composition, based on Cæsar's Gallic War.

Winter—Cæsar, two books. Prose Composition, based on Cæsar's Gallic War.

Spring—Cicero's Orations. Prose Composition, based on Cicero's Orations.

SENIOR YEAR.

Fall—Cicero's Orations.

Winter—Virgil's Aeneid.

Spring—Virgil's Aeneid.

GREEK.**MIDDLE YEAR.**

Fall—Beginning Greek (White).

Winter—Beginning Greek and Elementary Reader (White, Moss).

Spring—Beginning Greek, Xenophon's Anabasis, Book I.

SENIOR YEAR.

Fall—Xenophon's Anabasis, Books II-IV. Prose Composition.

Winter, Spring—Homer's Iliad, Books I-IV, with selections from Books VI-VIII (2,500 to 4,000 lines).

GERMAN.**SENIOR YEAR.**

Fall—Joynes-Meissner's German Grammar.

Winter—Joynes-Meissner's German Grammar, Super's German Reader, and Gluck Auf.

Spring—Storm's Immensee, Schiller's Der Neffe Als Onkel. Composition.

MATHEMATICS.

JUNIOR YEAR.

During this year Algebra will be studied, the work extending to logarithms.

MIDDLE YEAR.

Fall, Winter—Plane Geometry. Working of original propositions.

Spring—Solid Geometry.

SENIOR YEAR.

Review of Algebra, one hour a week throughout the year.

SCIENCE.

MIDDLE YEAR.

Winter—Physiology, recitation and demonstration (Blaisdell).

Spring—Botany, three hours of recitation and three of laboratory work (Bergen).

SENIOR YEAR.

Fall, Winter, Spring—Physics, one-third of the time to be spent in laboratory work.

HISTORY.

JUNIOR YEAR.

Fall—Assyria, Egypt, Phœnicia, Palestine, Greece, and Rome to the establishment of the Empire.

Winter—Rome, the Teutonic Infusion, and the Rise of Modern Nations.

Spring—English History, with reference to the chief events in Modern European history.

MIDDLE YEAR.

Fall—American History and Civil Government.

TABOR COLLEGE CONSERVATORY OF MUSIC.

Faculty.

REV. JOHN GORDON, A. M., D. D., PRESIDENT.

GEORGE L. PIERCE, DIRECTOR.

Piano, Organ, Harmony, Counterpoint, History of Music.

BERTHA E. HART,

Piano, Ear Training, Public School Music.

HELEN E. LAWRENCE,

Singing.

CLAUDE J. NETTLETON,

Violin.

CLAIRE HELFENSTEIN,

Librarian.

The Musical Department of Tabor College offers to those seeking a thorough musical education a course which has for its aim the development of intelligent musicians possessing that breadth and earnestness of character which shall fit them for positions of influence.

Through a special arrangement, Conservatory students whose tuition amounts to twenty-five dollars (\$25.00) or more per term, are allowed one study in the College or Academy free, and thus all students have opportunity to gain much by association with those whose work lies along entirely different lines.

Diplomas.

The Trustees of Tabor College give diplomas to students who have completed the following course to the satisfaction of the Conservatory Faculty:

1. Harmony..... Five terms.
2. Counterpoint..... Two terms.
3. Ear Training Two terms.
4. History of Music..... Three terms.
5. Analysis..... One term.
6. Sight Singing..... Two terms.

In addition to the above theory course, two studies are required, one of which must be Piano and the second either Singing, Violin, or Organ. A high degree of attainment must be shown in one, and a fundamental knowledge of the other.

It is possible for a student whose preparation has been adequate to complete the entire course in three years.

Required Literary Work.

All candidates for graduation are required to present a literary course equivalent to the course offered by the accredited high schools and academies in the list published in the annual catalogue of Tabor College; but in place of the required Latin, the same amount of work in Greek, German or French may be presented.

Adams Hall.

The fine new building, Adams Hall, has been erected for the Conservatory. In completeness of appointment it is excelled by no Conservatory building in the West. Equipped with new instruments, a circulating library of music, a beautiful auditorium, well lighted practice rooms and studios, it offers the best of opportunities for the study of music.

Musical Organizations.

Students who are fitted for such work are admitted, upon satisfactory examination, to the Tabor Oratorio Society, a chorus of seventy voices, which makes a study of the great oratorios and choral works, and gives two public concerts each year. Early in the winter Handel's Messiah was given, and for Com-

mencement, 1903, the society is preparing the Creation, by Haydn.

Membership in the Conservatory Orchestra is open to all who have attained a sufficient degree of advancement, this to be determined by an examining committee.

The First Congregational Church Choir is also open to all who have had sufficient choral training to enable them to pass a successful examination.

In preparation for these choral organizations, a choral class in sight singing and general chorus work is formed each term for those who lack experience in such work and desire to improve their fundamental knowledge of music.

Piano, Organ, Violin and Singing.

The plan of the courses in Piano, Organ, Violin and Singing is made to conform to the most successful methods of instruction in these subjects; and while Tabor College Conservatory does not grant diplomas to those working in only one branch of musical art, certificates of merit will be gladly given those whose work is of a high order in any one study.

For fuller explanation of courses, texts used, and other matters, send for a Conservatory Catalogue containing detailed information.

Address, GEORGE L. PIERCE, Director, Tabor, Iowa.

Award of Prizes, 1901-2

Prize offered to the seniors by Dr. J. L. Witt.....\$20
Essay..... Luther O. Pfeiffer, of Creston

Prize offered to the juniors by C. A. Bolter, Esq.....\$20
Extempore Oration.... Miss Gwendolen Gilliland, Tabor

Prize offered to the sophomores by C. R. Bolter, Esq.. \$20
Oration..... Miss Mattie Morrison, Tabor

Prize offered to the freshmen by Judge A. B. Thornell.. \$20
Declamation..... Miss Eula Woodlands, Sidney

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Lycurgus E. Pangburn, A. B., clergyman, Huntington, Conn.

Quintus Curtius Todd, A. B., clergyman, Tabor, Iowa.

Edward L. Houghton, A. B., B. S., clergyman, Pawtucket, R. I.

William A. Wyman, A. B., physician and surgeon, Cheyenne, Wyo.

Dora A. Ellis-Wyman, B. L., Cheyenne, Wyo.

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Belle Osborn-Webber, B. L., Marshall, Minn.

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Class of 1880.

- William H. Dalton, A. B., grocer, 1933 Holmes street, Lincoln, Neb.
George Barnum-Butlin, B. L., care of Senator J. H. Millard Washington, D. C.
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Hightower T. Kealing, B. S., editor, 631 Pine street, Philadelphia, Pa.

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- Walter M. Ellis, A. B., clergyman, Endeavor, Wis.
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Josie Watkins-Shaw, (Music), Burton, Wash.

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 Irwin A. Loose, B. S., cashier, Thurman, Iowa.
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 Marie Tolman-Avery, B. L., Redlands, Cali.

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Class of 1886.

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 Maud Pinkerton, B. L., teacher, Tabor, Iowa.

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 Edmund D. Brooks, A. B., book dealer, 605 First Avenue south,
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Bertha Matthews-Jones, B. L., Tabor, Iowa.

Mary B. Payne-Bates, B. L., Orient, Iowa.

Class of 1889.

William M. Sturms, A. B., general agent for northwest of A. H. Andrews & Co., Rapid City, S. D.

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Anna M. Andres-Crooks, B. S., Burlington Junction, Mo.

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Lillie G. Gaston-Robbins, (Music), Courtland, Neb.

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Alice E. Piper-Johnson, B. L., Ottumwa, Iowa.
Abbie Merwin-Chambers, B. L., Owatonna, Minn.

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Turkey.
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Winifred Wells-Donelan, (Music), Glenwood, Iowa.

Class of 1895.

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Howard S. Galt, B. S., missionary, American Board, Tung Cho,
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William Henry Speese, B. L., Robinson ave., Dubuque, Iowa.
Florence A. Clarke, B. L., Siloam Springs, Ark.
Myra McClelland, (Music), Tabor, Iowa.
Viola Palmer, (Music), director dept. of Music, Iberia Acad-
emy, Iberia, Mo.
Louise West-Galt, (Music), missionary, American Board, Tung
Cho, China.
N. Ellen Sheldon-Sheets, (Music), Lewis, Iowa.

Class of 1896.

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Pearl Matthews, B. L., nurse, Los Angeles, Cali.
Ella May Piper-Cully, B. L., Pomeroy, Ia.

Abbie Marie Gaston-Sheldon, B. L., Pawnee City, Neb.
Clyde Osborn, A. B., J. J. George Mining Co., Metropolitan Life Building, New York.
Harriet Ankeny-Harris, (Music), Corning, Iowa.
Ruth Burnham-Cone, (Music), Momence, Ill.
May Barnes-Woolman, (Music), Tabor, Iowa.
Gertrude Hawley-Greenwood, (Music), Shenandoah, Iowa.
Emma Nordquist, (Music), Red Oak, Iowa.
Daisy Williams-Trunkfield, (Music), N. Ontario, Cali.
Edna Thain, (Music), piano instructor, Wauwatoosa, Wis.

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Class of 1899.

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Irene West, Ph. B., teacher, 8 N. Park St., Rockville, Conn.

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Fred Farrand Osborn, A. B., (deceased).

Mark Chandler Sutton, A. B., Burlington Buggy Co., 321 Garfield ave., Burlington, Iowa.

Jesse B. Sutton, A. B., editor, Shenandoah, Iowa.

Vera A. Tipple, (Music), music student, Paris, France.

Class of 1900.

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Edgar G. Frazier, Ph. B., assistant professor of public speaking, Kansas State University, Lawrence, Kas.

Mabel C. Huston-Ketell, A. B., Jefferson City, Iowa.

Alice Keenan-Sheldon, Ph. B., 1213 10th St., Greeley, Colo.

Clara Tuttle-Cummings, A. B., Mechanicsville, N. Y.

Class of 1901.

Thomas Askin, A. B., A. M., concert artist, Tabor, Iowa.

Ernest Warren Barnes, Ph. B., graduate student, Brown University, Providence, R. I.

Emily Jane Colby, Ph. B., teacher, Tabor, Iowa.

Lina Foss, Ph. B., Denver, Colo.

George Ralph Gaston, Ph. B., farmer, Tabor, Iowa.

Myron Clinton Gaston, A. B., graduate student, University of Iowa, Iowa City, Iowa.

Alice Ide-Moore, Ph. B., Providence, R. I.

Grace Eva Lawrence, Ph. B., graduate student, Radcliffe College, Cambridge, Mass.

Ivy Lewis-Henderson, Ph. B., Forder, Colo.

Catherine Myrta Young, A. B., teacher, Surigao, Mindanao, P. I.

Class of 1902.

Bruce G. Blair, A. B., Topeka, Kansas.

Alexander Corkey, A. B., clergyman, Fairfield, Iowa.

-
- Gertrude Duncan, Ph. B., teacher, Tabor, Iowa.
George Francis Faurote, Ph. B., merchant, Fontanelle, Iowa.
Mary Foss-Witt, A. B., 1316 Dunning St., Chicago, Ill.
Alonzo A. Gaston, A. B., bank clerk, Omaha, Neb.
Pearle Gilliland, A. B., Tabor, Iowa.
Lora Hamilton, Ph. B., teacher, Steamboat Springs, Colo.
Nettie Hughes, A. B., teacher, Malvern, Iowa.
Bess O. Osborn, Ph. B., assistant librarian Arnold Arboretum
library, Boston Mass.
Luther O. Pfeiffer, A. B., law student, University of Nebraska,
Lincoln, Neb.
May H. Young, Ph. B., teacher, Tabor, Iowa.
Mabel C. West, (Music), principal of the Music Department,
Denmark Academy, Denmark, Iowa.

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